

HORRY SCHOOL DISTRICT

PO Box 260005

Conway, SC 29528-6005

GRADES PK-12

ENROLLMENT 30,467 Students

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	14	6	0	0

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **YES**

This district met 37 out of 37 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Excellent	Average	No
2004	Good	Unsatisfactory	Yes

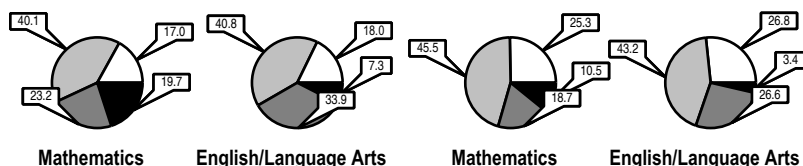
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Districts with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	80.0	N/A	N/A	75.6	N/A	N/A
Passed 1 subtest	9.8	N/A	N/A	13.0	N/A	N/A
Passed no subtests	10.2	N/A	N/A	11.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	15.3	12.6
Seniors who met the SAT/ACT requirement	16.6	12.9
Seniors who met the grade point average	46.9	48.4

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	14,563	99.1	18.0	40.8	33.9	7.3	41.2
Gender							
Male	7,436	99.0	21.9	42.8	30.2	5.0	35.3
Female	7,127	99.1	13.9	38.8	37.6	9.7	47.3
Racial/Ethnic Group							
White	9,948	99.6	12.2	38.5	39.8	9.5	49.3
African-American	3,783	99.3	32.2	47.0	19.0	1.8	20.8
Asian/Pacific Islander	172	98.3	6.4	43.3	39.0	11.3	50.4
Hispanic	539	89.6	33.9	38.0	24.5	3.6	28.1
American Indian/Alaskan	55	98.2	12.0	54.0	30.0	4.0	34.0
Disability Status							
Not Disabled	11,929	99.1	13.4	40.0	38.2	8.5	46.6
Disabled	2,634	98.9	39.3	44.8	13.9	2.0	15.9
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	14,561	99.1	18.0	40.8	33.9	7.3	41.2
English Proficiency							
Limited English Proficient	307	78.5	54.9	29.5	14.5	1.0	15.5
Non-Limited English Proficient	14,256	99.5	17.5	41.0	34.2	7.4	41.6
Socio-Economic Status							
Subsidized meals	8,557	98.8	25.1	45.8	26.0	3.1	29.1
Full-pay meals	6,005	99.5	8.4	34.1	44.5	13.0	57.5
Mathematics							
All Students	14,559	99.4	17.0	40.1	23.3	19.7	42.9
Gender							
Male	7,434	99.4	18.5	39.5	22.5	19.5	42.0
Female	7,125	99.5	15.4	40.7	24.1	19.8	43.9
Racial/Ethnic Group							
White	9,945	99.6	11.3	36.9	26.7	25.1	51.8
African-American	3,782	99.2	31.8	48.4	14.2	5.7	19.9
Asian/Pacific Islander	172	97.7	4.9	26.8	29.6	38.7	68.3
Hispanic	539	99.1	24.6	45.5	19.5	10.3	29.9
American Indian/Alaskan	55	98.2	18.0	48.0	20.0	14.0	34.0
Disability Status							
Not Disabled	11,926	99.6	11.8	39.3	25.9	23.0	48.9
Disabled	2,633	98.6	41.1	44.0	10.9	4.0	14.9
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	14,557	99.4	17.0	40.1	23.3	19.7	42.9
English Proficiency							
Limited English Proficient	307	97.4	39.7	43.8	12.8	3.7	16.4
Non-Limited English Proficient	14,252	99.5	16.6	40.0	23.4	19.9	43.4
Socio-Economic Status							
Subsidized meals	8,555	99.3	24.0	45.6	19.3	11.0	30.4
Full-pay meals	6,003	99.7	7.5	32.6	28.5	31.4	59.9

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	2,248	99.6	11.1	34.0	43.9	11.0	54.9
	Grade 4	2,348	99.7	16.2	41.2	39.0	3.6	42.6
	Grade 5	2,381	99.7	18.4	51.5	28.0	2.0	30.1
	Grade 6	2,544	99.2	28.0	39.1	25.8	7.0	32.9
	Grade 7	2,289	99.1	23.4	50.4	23.2	2.9	26.2
	Grade 8	2,377	99.4	24.9	49.9	22.8	2.4	25.2
2004	Grade 3	2,272	99.7	9.2	25.0	45.7	20.1	65.8
	Grade 4	2,357	99.6	14.0	40.9	40.6	4.5	45.1
	Grade 5	2,410	99.4	14.2	48.5	33.9	3.4	37.3
	Grade 6	2,567	99.6	27.2	39.2	27.1	6.4	33.6
	Grade 7	2,584	99.4	22.4	47.1	25.7	4.7	30.4
	Grade 8	2,381	99.5	21.0	50.2	25.1	3.8	28.9
Mathematics								
2003	Grade 3	2,248	99.9	10.9	43.0	28.5	17.7	46.2
	Grade 4	2,348	99.9	10.3	39.6	23.4	26.7	50.0
	Grade 5	2,381	100.0	12.4	47.1	25.5	15.0	40.5
	Grade 6	2,544	99.8	17.5	34.5	28.3	19.8	48.0
	Grade 7	2,289	99.7	23.4	40.0	19.6	17.1	36.6
	Grade 8	2,377	99.7	22.7	49.9	18.0	9.4	27.4
2004	Grade 3	2,272	99.7	11.3	44.3	27.5	16.9	44.4
	Grade 4	2,357	99.6	12.9	40.1	23.3	23.6	47.0
	Grade 5	2,410	99.4	13.3	39.2	22.5	24.9	47.4
	Grade 6	2,567	99.6	17.8	35.5	24.5	22.3	46.8
	Grade 7	2,584	99.4	22.5	39.9	20.8	16.7	37.5
	Grade 8	2,381	99.3	26.0	46.7	17.3	10.0	27.3

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,191	96.4	13.3	24.4	32.6	29.8	62.3
Gender							
Male	1,088	96.5	17.0	23.0	32.9	27.1	59.9
Female	1,103	96.4	9.6	25.8	32.2	32.4	64.7
Racial/Ethnic Group							
White	1,573	96.6	7.9	20.6	35.5	36.1	71.6
African-American	520	96.5	27.9	36.3	24.8	10.9	35.7
Asian/Pacific Islander	33	93.9	6.7	13.3	33.3	46.7	80.0
Hispanic	55	92.7	32.7	30.6	20.4	16.3	36.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,817	97.0	6.2	22.8	36.1	34.9	71.0
Disabled	374	93.6	49.6	32.5	14.6	3.3	17.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,191	96.4	13.3	24.4	32.3	29.8	62.3
English Proficiency							
Limited English Proficient	32	87.5	57.7	26.9	15.4	N/A	15.4
Non-Limited English Proficient	2,159	96.6	12.7	24.4	32.8	30.2	62.9
Socio-Economic Status							
Subsidized meals	1,015	96.2	21.9	33.4	27.9	16.7	44.7
Full-pay meals	1,175	96.7	5.9	16.7	36.5	40.9	77.4

Mathematics							
All Students	2,190	96.2	15.4	21.3	32.3	31.1	63.4
Gender							
Male	1,087	96.0	17.2	20.2	29.6	33.0	62.6
Female	1,103	96.3	13.6	22.4	34.9	29.2	64.1
Racial/Ethnic Group							
White	1,572	96.3	10.0	18.0	34.2	37.8	72.0
African-American	520	96.5	31.1	30.9	26.6	11.3	37.9
Asian/Pacific Islander	33	93.9	N/A	20.0	33.3	46.7	80.0
Hispanic	55	90.9	27.1	27.1	29.2	16.7	45.8
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,816	97.0	7.9	20.4	35.8	35.9	71.6
Disabled	374	92.0	53.9	25.8	14.2	6.1	20.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,190	96.2	15.4	21.3	32.3	31.1	63.4
English Proficiency							
Limited English Proficient	32	87.5	30.8	26.9	42.3	N/A	42.3
Non-Limited English Proficient	2,158	96.3	15.2	21.2	32.2	31.5	63.6
Socio-Economic Status							
Subsidized meals	1,014	96.0	23.4	27.1	31.3	18.1	49.4
Full-pay meals	1,175	96.3	8.4	16.3	33.2	42.1	75.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	1,727	95.7%	1,694	15.3%	1,949	77.8%	N/A
Gender							
Male	834	95.8%	830	14.3%	983	73.4%	
Female	862	95.8%	864	16.3%	966	82.2%	
Racial/Ethnic Group							
White	1,285	97.8%	1,224	18.9%	1,375	81.6%	
African American	364	89.0%	418	3.6%	510	66.9%	
Asian/Pacific Islander	22	95.5%	7	28.6%	26	88.5%	
Hispanic	19	89.5%	19	10.5%	28	75.0%	
American Indian/Alaskan	N/A	N/A	2	I/S	5	80.0%	
Disability Status							
Not disabled	1,386	98.1%	1,506	17.3%	1,643	85.3%	
Disabilities other than speech	326	86.5%	188	0.0%	306	37.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	1,592	96.0%	1,694	15.3%	N/A	N/A	
English Proficiency							
Limited English proficient	7	100.0%	8	0.0%	15	66.7%	
Non-LEP	1,667	96.0%	1,686	15.4%	1,932	77.8%	
Socio-Economic Status							
Subsidized meals	577	92.7%	637	5.0%	772	66.8%	
Full-pay meals	1,112	97.8%	1,057	21.6%	1,175	84.9%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	95.7%	94.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	1,949	583
Number of Diplomas	1,516	442
Rate	77.8%	75.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	502	501	529	529	1031	1030
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.0	19.2	18.9	20.2	18.7	19.5	18.5	19.7	18.7	19.8
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 30,467)				
First graders who attended full-day kindergarten	96.2%	N/C	96.2%	97.2%
Retention rate	3.3%	Down from 4.1%	5.5%	5.3%
Attendance rate	96.3%	Up from 95.8%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.4%		5.1%	5.1%
Eligible for gifted and talented	18.4%	Up from 16.7%	14.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.8%	Up from 13.6%	11.9%	10.9%
Older than usual for grade	3.3%	Down from 4.2%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Down from 2.8%	1.0%	1.1%
Enrolled in AP/IB programs	17.0%	Up from 15.3%	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	429	Down from 734	182	157
Completions in adult education GED or diploma programs	192	Down from 240	50	39
Annual dropout rate	2.1%	Down from 2.2%	3.9%	2.9%
Teachers (n= 2,116)				
Teachers with advanced degrees	44.0%	Up from 43.3%	50.0%	50.0%
Continuing contract teachers	83.6%	Down from 87.7%	85.5%	84.6%
Highly qualified teachers**	91.7%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	4.9%		3.9%	4.4%
Teachers returning from previous year	92.4%	Up from 92.1%	90.8%	89.9%
Teacher attendance rate	94.9%	Down from 95.1%	94.9%	94.7%
Average teacher salary	\$41,516	Up 0.9%	\$40,449	\$40,566
Vacancies for more than nine weeks	0.4%	N/C	0.2%	0.3%
Prof. development days/teacher	13.9 days	Up from 12.3 days	12.6 days	12.0 days
District				
Superintendent's years at district	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.4 to 1	21.3 to 1	21.0 to 1
Prime instructional time	90.3%	Up from 90.1%	89.7%	89.5%
Dollars spent per pupil*	\$7,359	Down 2.5%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	56.3%	Down from 57.3%	56.7%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.4%	Down from 98.3%	97.4%	97.3%
Number of schools	46	Up from 42	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	1	Up from 0	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	8.7%	Up from 7.4%	2.5%	4.3%
Average age in years of school facilities	14	No change	26	26
Number of schools with SACS accreditation	45	Up from 42	11	8
Average administrator salary	\$68,471		\$66,740	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE**Board Membership**

11 trustees elected to single-member seats, 1 trustee elected to at-large seats

Fiscal Authority

District Board

Average Number of Hours of Training Annually 53.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

We are pleased to bring you this Report Card of progress for Horry County Schools. This Report Card offers information on key indicators of the state's accountability system. The district and its schools are making impressive gains in student achievement as we seek to become one of the highest performing school districts in the nation. Already we have grown to be among the top districts in South Carolina. Additionally, we would like to share other indicators of success.

The S.C. Education Oversight Committee recognized schools throughout the state for significantly improving the performance of low achieving students. Fourteen of those schools were from Horry County, the largest number from any school district in the state.

Twenty schools received state honors as Palmetto Gold and Palmetto Silver award winners for academic improvement on the Palmetto Achievement Challenge Test.

The Class of 2004 earned over \$27 million in college scholarship awards.

HCS high school students ranked above the national average earning college credit on Advanced Placement exams.

The District has the highest performing International Baccalaureate program in the state.

Twenty Horry County Schools' teachers were among the 900 South Carolina teachers to earn National Board Certification (NBC) this year, bringing the district's total to 88.

The Scholars' Academy, in conjunction with Coastal Carolina University, was created for the top one percent of ninth grade students. Students participate in college-level and accelerated programs of study.

The Academy for Technology and Academics is under construction and will offer state-of-the-art programs for students in 12 areas of study.

HCS implemented an innovative computer-based testing program with tests in mathematics, language, and reading. MAP (Measures of Academic Progress) is aligned to state standards and gives the district a national comparison on student achievement.

While our focus is on student achievement, we continue to face challenges with an ever-growing student population. In the last two years, we have gained 2000 students. Such large increases are maximizing our facilities and creating new challenges in hiring personnel.

It is our honor and privilege to serve the children and communities of Horry County. Thank you for your support and for your efforts to help ensure that the futures of our children are filled with opportunities for high levels of learning.

Gerrita Postlewait, Superintendent